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# REPORTS

OF THE

# SELECTMEN, TREASURER,

AND

# SCHOOL COMMITTEE,

OF THE

# TOWN OF DANBURY,

FOR THE

YEAR ENDING MARCH 1, 1879.

DANBURY, N. H.:
WILLIAM H. TRAVER, PRINTER.
1879.

NEW HAMPSHIRE

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# SELECTMEN'S REPORT.

Selectmen charge themselves with assessments of 1878:

| | |
|---|---|
| State tax, | $740 00 |
| County tax, | 926 23 |
| Town tax, | 2000 00 |
| Swellage tax, | 177 02 |
| School tax, | 647 50 |
| Dog tax, | 61 00 |
| Non-resident highway tax, | 24 47 |
| Tramp House tax, | 75 00 |
| School house tax, Dist. No. 6, | 50 00 |
| Money hired of Charles C. Tucker, | 200 00 |
| ‘‘ William E. Haskins, | 50 43 |
| Received of State, railroad tax, | 281 05 |
| ‘‘ savings bank tax, | 499 10 |
| ‘‘ literary fund, | 76 59 |
| ‘‘ county pauper claims, | 400 30 |
| Received for use of town hall, | 2 00 |
| ‘‘ old bridge plank and lumber from tramp house, | 2 20 |
| | $6212 89 |

Selectmen credit themselves with Orders to Collector

| | |
|---|---|
| To Pay—State tax, | $740 00 |
| County tax, | 926 23 |
| | $1666 23 |

| | |
|---|---|
| To Pay—School tax, Dist. No. 1, | $76 40 |
| “ “ 2, | 30 75 |
| “ “ 3, | 11 75 |
| “ “ 4, | 81 50 |
| “ “ 5, | 54 75 |
| “ “ 6, | 147 50 |
| “ “ 7, | 81 25 |
| “ “ 8, | 68 00 |
| “ “ 9, | 57 40 |
| “ “ 10, | 29 25 |
| “ “ 1, in Grafton, | 8 95 |
| | $647 50 |

Order to Collector, to pay School House tax, to Treasurer,

| | |
|---|---|
| District No. 6, | $50 00 |
| Orders to Collector to pay swellage tax to Treasurer, | 177 02 |
| “ “ “ dog tax, “ | 61 00 |
| “ “ “ tramp house tax “ | 75 00 |
| “ “ “ town tax, “ | 2000 00 |
| “ “ “ non-resident highway tax, | 24 47 |
| Money paid Treasurer as per order duly recorded, | 1511 67 |
| | $6212 89 |

CYRUS B. JONES, } *Selectmen*
JOHN TUCKER, } *of*
JOHN C. WEBSTER, } *Danbury.*

# TREASURER'S REPORT.

## *Receipts.*

| | |
|---|---|
| Cash in Treasury, March 1, 1878, | $406 23 |
| Received of—Selectmen, | 1507 47 |
| Collector for 1877, | 601 88 |
| Collector for 1878, | 1690 00 |
| Collector for 1877, interest on taxes, | 7 20 |
| Parsonage fund interest, | 25 89 |
| Literary fund interest, | 2 34 |
| For use of town hall, | 2 00 |
| Old bridge plank, and tramp house material, | 2 20 |
| | $4245 21 |

## *Disbursements.*

In answer to Orders from Selectmen.

| | |
|---|---|
| Paid—Literary fund for 1877, | $22 35 |
| " " 1878, | 69 75 |
| Dog " " | 27 90 |
| Parsonage " " | 25 89 |
| | $123 54 |

| | |
|---|---|
| Paid—School house tax, Dist. No. 6, | $50 00 |

## *County Paupers.*

| | |
|---|---|
| Paid for support of—Thomas Field, | $101 86 |
| Jane D. Peters, | 127 50 |
| Ezra Gould, | 62 30 |
| Hannah Russel, | 106 29 |

| | |
|---|---|
| Paid for support of—Hiram A. Brown, | $12 09 |
| Charles Braley, | 34 80 |
| | $444 84 |

## *Town Paupers.*

| | |
|---|---|
| Paid for support of—William B. Lovering, | $55 23 |
| Tramps, | 34 43 |
| | $89 66 |

## *Highway Expenses.*

| | |
|---|---|
| Paid—Building Eastman, Walker, and Otis Bridges, | $42 95 |
| Building Pearson bridge, | 66 35 |
| Building Clark bridge, | 44 85 |
| Repairing dry bridge, | 16 75 |
| Repairing other bridges, | 15 35 |
| | $186 25 |

| | |
|---|---|
| Paid—Repairing highways, | $169 83 |
| Bridge plank and lumber, | 85 62 |
| Breaking roads, | 36 06 |
| | $291 51 |

## *Abatements.*

| | |
|---|---|
| Paid abatements for 1877, | $36 88 |
| Non-resident highway tax worked, | 5 63 |
| For public watering places, | 6 00 |
| | $48 51 |

## *Miscellaneous Items.*

| | |
|---|---|
| Paid for Books and Stationery, | $10 45 |
| Lumber and Labor for Tramp house, | 69 51 |
| J. B. N. Gould for certificates of births and deaths, | 6 00 |
| Woodbury and Bachelder for printing Town Report, | 18 00 |
| W. A. Walker damage to wagon, | 5 00 |
| Alfred Williams, " | 5 00 |

| | |
|---|---|
| Paid I. S. Brown, damage on wagon, | $1 00 |
| C. B. Jones to court to adjust Pauper Claims, | 3 00 |
| J. C. Webster for stove pipe for town hall, | 5 15 |
| " " " for bounty on fifteen Foxes, | 7 50 |
| " " " for " on thirty Hawks, | 6 00 |
| " " " for car fare and horse hire, | 5 50 |
| W. T. Norris making affidavits, | 5 00 |
| | $147 11 |

## *Current Expenses.*

| | |
|---|---|
| Paid Auditors for 1877, | $4 50 |
| E. Litchfield, Town Treasurer, | 25 00 |
| C, B, Jones, overseer of poor for 1878, | 7 00 |
| John Tucker, " " | 5 00 |
| J. C. Webster, " " | 8 00 |
| C. B. Jones, Selectman, | 52 00 |
| John Tucker, " | 48 00 |
| J. C. Webster, " | 50 00 |
| W. T. Norris, School Committee, | 30 00 |
| H. A. Currier, Town Clerk, | 2 50 |
| J. C. Webster, " | 10 00 |
| H. C. Norris, Collector for 1877, | 20 00 |
| H. C. Norris, " for 1878 in part, | 50 00 |
| Selectmen and Surveyors for Perambulating Town lines, | 22 50 |
| | $334 50 |

## *Old Claims.*

| | |
|---|---|
| Paid J. T. G. Eastman on note, | $200 00 |
| J. C. Pillsbury, on note of Nancy Pillsbury, | 500 00 |
| Lucretia M. Currier, note and interest, | 210 80 |
| W. E. Haskins, " " | 50 43 |
| Joanna Brown, " " | 350 56 |
| Mary O. Frazier, on note, | 700 00 |
| School money Dis. No. 5 for 1877, | 11 36 |
| | $2023 15 |

## *Recapitulation.*

| | |
|---|---|
| Whole amount received, | $4245 21 |

## *Disbursements.*

| | |
|---|---|
| Paid Damage to sheep by dogs for 1877, | $66 00 |
| Literary fund for 1877, | 22 35 |
| Literary, dog and parsonage fund for 1878, | 123 54 |
| School house tax Dis. No. 6, | 50 00 |
| County paupers, | 444 84 |
| Town paupers and tramps, | 89 66 |
| Highway expenses, | 477 76 |
| Abatements, | 48 51 |
| Miscellaneous items, | 147 11 |
| Current expenses, | 334 50 |
| Old claims, | 2023 15 |
| | $3827 42 |
| Cash in treasury, | 417 79 |
| | $4245 21 |

## *Outstanding Debts.*

| | |
|---|---|
| Due J. T. G. Eastman, | $457 65 |
| Mrs. Emilie Connell, | 316 17 |
| Mrs. Mary O. Frazier, | 889 62 |
| Nancy Pillsbury estate, | 1942 51 |
| Miss Lydia Currier, | 471 32 |
| Mrs. Mary Knowlton, | 239 14 |
| Moses Frazier, | 410 81 |
| Miss Cora I. Sargent, | 29 93 |
| Mrs. Clara A. Knowlton, | 107 19 |
| W. E. Haskins, | 50 43 |
| Weld Connell, | 62 23 |
| Mary Roby estate, | 115 50 |
| Charles C. Tucker estate, | 205 00 |
| Dis. No. 6, literary and dog fund, | 10 85 |
| Dis. No. 1, in Grafton, literary fund, | 1 43 |
| | $5309 78 |

## *Outstanding Credits.*

| | |
|---|---|
| Due from county of Merrimack, | $34 80 |
| State, on bounties on foxes and hawks, | 13 50 |
| Collector for 1878, | 697 49 |
| Cash in treasury, | 417 79 |
| | $1163 58 |

| | |
|---|---|
| Whole amount of debts outstanding, | $5309 78 |
| Deducting credits, | 1163 58 |
| Whole amount of indebtedness of the Town above available assets, | $4146 20 |
| Reduced the indebtedness of the Town, | $1539 07 |

EDWIN LITCHFIELD, Treasurer.

We hereby certify that we have examined the foregoing accounts of the Selectmen and Treasurer, to us made, and we find the same properly vouched and correctly cast.

J. S. KNOWLTON,
M. L. TAYLOR.
G. W. DEAN.
*Auditors.*

March 1, 1879.

Invoice of the Polls and the ratable property of the Town of Danbury in April 1878.

| | | | |
|---|---|---|---|
| No. of Polls, | 226. | | |
| Value in Real Estate, | | | $188175 00 |
| No. of horses, | 184. | Value, | 11189 00 |
| Neat stock, | 829. | " | 19242 00 |
| Sheep, | 1084. | " | 2588 00 |
| Dogs, | 61. | | |
| Stock in Banks, | | | 2500 00 |
| Value in Carriages, | | | 836 00 |
| Stock in Trade, | | | 3400 00 |
| Money at Interest, | | | 13140 00 |
| Value in Mills, | | | 3290 00 |

Rate per cent, $1 71.

# REPORT

## OF THE

# SUPERINTENDING SCHOOL COMMITTEE.

It is the duty of the school committee to report the number of weeks of public school kept in each district in summer and winter, and what portion by male and what by female teachers; the whole number of scholars attending each school, and the number attending to each study; the whole number of scholars not less than five years of age attending not less than two weeks, in all the schools; the number of children between the ages of five and fifteen years not attending any school; the number of persons between fourteen and twenty-one years of age who cannot read and write, with such suggestions as to the schools, as he may think useful. All but the "suggestions" may be found in the appended tabular statement.

Most of us know what a good school is just as well as we know the points and lines on that mental map of our location we all carry about with us in our brains. My last year's Report was devoted to Grammar. Some intimation was made that this report might be devoted to ciphering. And in the first place, take heed that you do not put the little ones to figuring too soon. Make them pretty good readers first. It is a great mistake to put the little heads to work on numbers before they have hardly mastered the names of the characters and letters used as signs of numbers. And when they do take arithmetic don't let them be in a hurry. It can't be mastered in a single term. It must take time.

Numbers are abstractions——used to indicate the attribute of identity of things, and of course are only liable to be increased or diminished. We can do nothing else to them. Hence all ciphering is either addition or subtraction. One of the first lessons to inculcate, for the encouragement of little figurers, is this limitation of the power of numbers. It is merely by adding and subtracting that all mathematical computations are made, from the simple two and two make four up to the calculus, differential, integral, or imaginary. All the enormity of arithmetic is found in studying out the combination of these two rules. Only the nine first numbers are represented each by a single character. All sums above nine are indicated by additions according to the rules of our decimal notation. Had we derived our numbers from the same ancient fountain as our religion, we would most likely have had but six separate characters or figures, as the frequent use of the number seven by sacred writers, beginning with counting up the days of creation, seems to remind us of a lost septimal notation. But few of our teachers are able to teach arithmetic. Most of them can hear recitations from text books well enough. But a good teacher can make a text book as he goes along. Stocks and tethers of text books are hindrances, unless loosened and paid out by the teacher on occasion. "Six and six are twelve" is addition, and "twice six are twelve" is multiplication. A good teacher notes the distinction in the beginning. Most inquisitive little pates are left to study it out for themselves. How most of us can look back to school-days and see how like a "stitch in time" a single word unraveled many a snarl and saved a deal of time and fruitless cogitation. When the "tingling memories" lingering in the brains of most elderly people are softened by such operations.

Pure mathematics are the region of pure thought, and the first thing in this study is to learn to think. And it makes no odds what part of the book the scholar is in when he realizes that it is discipline and pure science he is after and not information. How to handle figures any where and any time is a power not easily attained. But all our schooling should be in that direction. Analysis and synthesis are alike powers of the human mind: they are both to be used in reasoning with numbers. He that walks on one leg, declining to use the other. cuts but a sorry figure in society, and one eye will never get a stereoscopic view of anything. No danger of a teacher knowing too much. But there is great danger of attempting to make scholars know too much in too short a time.

Another fault besides going over too much ground, is the practice of dropping off recitations as soon as a little facility is acquired in the rudimental calculation. Ratios, the Rule of Three and Percentage all grow right out of the nature and powers of numbers. So do Involution and Evolution. But the proportion of the equality of "the Square of the Hypothenuse" with the Sum of the Squares of the other two Sides of the figure, can't be demonstratad by abstract numbers, and has no business in Common School Arithmetics. It belongs to Geometry, and Geometry don't belong in the common school.

We get but few teachers who are not themselves confined to the book in recitations. Especially is this so with the female teachers in arithmetic. More of the female teachers stick in their examinations in numbers than in any other study. Now and then one is found all right. But the most of them get mixed up and bothered before they get through fractions. It is the exception and not the rule to find an applicant for a certificate who can explain the rule for dividing one vulgar fraction by another, without first consulting some authority.

It is in figures more than anywhere else that the genius of the teacher adapts itself to the wants of the scholar. In this direction rules and system are but "blind guides." Nothing but the pure force of native genius can go right to the weak point of every member of a class and give to each a portion in due season, Dull but industrious pupils are to be praised for diligence. Bright and apt ones for their ability, and good ones for general excellence. No two of them can be treated alike. Go into any one of our schools, count the pulse in each wrist on the forms before you, and no two of them will be found beating exactly alike, and this index of the energy of the heart is a pretty good exponent of the power of the calculating machine in the head. Given in a teacher a kind of second sight that sees and measures that mental velocity, then add to it the knack of saying things in a rememberable way, and you have a teacher of rare resources for calling out the latent energies of the dullard and guiding the first indications of his development.

Half the teachers we get, lack facility in the use of the language of arithmetic. It is often amusing, were it not so vexing, to hear the terms quotient, product, sum, minuend and so on, mixed up and confused by advanced classes in recitations wihout correction. Classes will be called out to recite from lessons in the back part of the book, who, on review, can't define notation or go through the numeration table. Education obtained in this way is a pyramid wrong end up, and as useless and untrustworthy for business purposes as the baseless fabric of any other dream.

Mental arithmetic is worth as much again as exercises on the slate and board. Most of the miner calculations are made in the head. Store-keepers are proverbially honest, but quickness as to figures in their customs tends to keep them above suspicion. Figures won't lie, but enough lies are told daily with them, to damn a whole generation.

After notation and numeration addition comes first in position and importance in learning numerical calculations. Correctness and facility in adding numbers, if not a gift, is a rare acquisition. "Practice makes perfect" which takes a deal of practice in handling long columns of figures before any papal ones of infallibility can be claimed even in the rule of simple addition. Next in order in general usefulness, is the ability to cast interest—simple, annual and compound. Nobody hardly, estimates the consuming power of the accumulating energy of compound interest. More men are ruined by it than by gambling, dissipation and the whole tribe of prodigalities. It eats into the vitals of individuals, and is destroying the energies and enterprise of our state and nation. Keep the boys in the rudiments. Make them masters over a few things. Instruct them to seek first for the roots and powers of numbers in addition and subtraction, and then they are in a way to make additions of all the other given things in pure and mixed mathematics.

W. T. NORRIS,
*School Committee.*

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